DOCUMENT RESUME

ED 105 968 PS 007 797

AUTHOR	Muller, Nancy
TITLE	Cross Age Tutors.
INSTITUTION	Lindsay Unified School District, Calif.
PUB DATE	74
NOTE	115p.
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Academic Achievement; *Cross Age Teaching; *Elementary Education; Guidelines; Kindergarten Children; Learning Activities; Program Attitudes; *Program Descriptions; Program Evaluation; *Remedial Instruction; Resource Materials; Self Concept; Social Experience; Teaching Methods; *Tutoring
IDENTIFIERS	*California

ABSTRACT

This guidebook presents a detailed description of a cross-age tutoring program designed for junior high school students who worked with children in the lower grades, and for third grade children who worked with kindergarteners and first graders. Discussed are the concepts and rationale of cross-age tutoring, training procedures, and program operations (monthly schedules, teacher inservice, student placement, personnel responsibilities, and feedback). A manual for tutors contains specific learning activities and teaching techniques. Followup evaluation forms for teachers, parents, tutors, and children involved in the program, and lists of resources available at the program cite are included. (CS)

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Cross Age Tutors

developed for:
Lindsay Unified Schools

by: Nancy Muller
Co-ordinator

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To be a tutor
is to be a friend;
one who can
understand
one who can laugh
with a child,
and who can
spend time
to live
through
child hood
dreams...

Come my tutor
and run with
me.

00003

Each Child is Unique in All the World

LINDSAY UNIFIED SCHOOL DISTRICT

519 E. HONOLULU

LINDSAY, CALIFORNIA 93247

209/562-5111

Board of Education

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Director of Educational Services

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Preface

Education in the days of the "one room school" utilized the concept of Cross-Age Tutoring by using the older child to help the younger child. In order to "revitalize and restructure Primary Education" and to meet the individual needs of our children we have initiated Cross-Age Tutoring.

It is our belief that Cross-Age Tutoring can in fact provide children with the basic skills necessary for the primary grades. In addition, it can provide an unequaled tool for improved self concept, accepting responsibility, and motivation for learning.

This program was started as a pilot project during the 1973-1974 school year. After much thought, revision, conferences with administration and staff, the following program was implemented for the 1974-1975 school year.

I would like to take this opportunity to personally thank Claude Retherford, Principal at Lincoln Junior High, who allowed me to develop this program with the students at that school; Robert Gemar, Principal at Washington Primary, for his support in developing this program with the staff; Don Schroeder, Director of Educational Services, for his invaluable assistance in writing the Course of Study to be presented to the School Board; and the great staff at Washington Primary School for keeping this project alive.

Nancy Muller
Cross-Age Tutoring Coordinator

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Acknowledgements

Thanks to the following people - for without their co-operation and blind faith, this program would not have been the success it is.

Don Schroeder
Director of
Educational
Services

Robert Bernat
Principal
Washington
Primary School

Claude Retherford
Principal
Lincoln Jr. High

Oscar Wilson
Counselor
Lincoln Jr High

Washington Primary Faculty

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linda pettitt
ellen hillson
joyce brash
vivian sandberg
terri forester
shirley landers
orrie feitsma
bob hammond
harry schein
erma jean bybee

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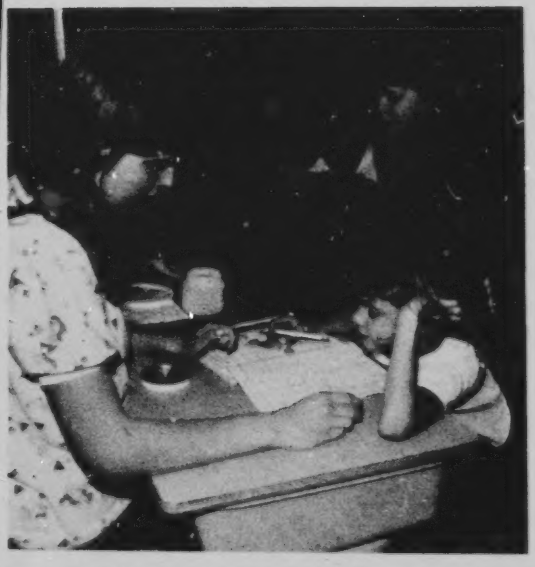
Concepts and Rationale



Introduction

In order to develop the comprehensive program, the following goals were established:

.....Increase basic skills

.....Older children can help younger children

.....Developing in the child a more positive attitude toward the academic process

.....Allowing the teacher to be free to use his/her professional skills more advantageously for programming and responding to the needs of children.

In designing this elective class for the Seventh and Eighth Grade students in Cross-Age Tutoring, the major goal of this project is that both younger and older students will experience gains in academic achievement, social acceptance, and self confidence.

The RATIONALE of Cross-Age Tutoring is the special benefit derived from individualized instruction and the positive reinforcement of personal encouragement offered by peers.

The following program OBJECTIVES were established:

1. To achieve mutual growth in basic skills.
2. To create an atmosphere where children can experience success.
3. To give a child motivation to achieve.
4. To give older children confidence in themselves by helping younger children.
5. To give older children the opportunity to be "teacher" instead of always being the "student," thus learning by teaching and becoming more responsive.
6. To reduce the ratio of youngers to olders in classrooms.
7. To increase leadership abilities of tutors.
8. To further individualize instruction.
9. To improve positive behavior.
10. To improve cooperation and interaction of tutors with each other.

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LINDSAY JUNIOR HIGH SCHOOL

COURSE OF STUDY

GRADES 7-8

CROSS-AGE TUTORING

I. GENERAL OVERVIEW

Cross-Age Tutoring is designed as an elective for 7th and 8th grade students who wish to work with younger children in the lower grades, especially at Washington School. The goal of this course is that both olders and youngers in the tutoring situation will experience gains in academic achievement, social acceptance and self-confidence. The rationale of cross-age tutoring is the special benefit derived from individualized instruction and the positive reinforcement of personal encouragement offered by peers. Not only will the younger be more receptive to the friendly guidance of his peers, but in the process, the older becomes more attentive, understanding, and patient--qualities which affect his life patterns at school and at home.

II. PROGRAM OBJECTIVES

A. To achieve mutual growth in basic skills areas.

B. To create an atmosphere where children can experience success.

C. To give a child the motivation to achieve.

D. To give older children confidence in themselves by helping younger children.

E. To give older children the opportunity to be "teacher" instead of always being the "student," thus learning by teaching and becoming more responsive.

F. To further develop skills in the following areas:

1. Creative writing through experience stories
2. Oral language
3. Alphabet
4. Beginning and ending sounds
5. Numbers
6. Colors
7. Rhyming words
8. Vocabulary development through word meaning
9. Word recognition

G. To reduce the ratio of youngers to olders in classrooms.

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III. METHODS AND CONTENT

A. There will be inservice workshops to instruct Junior High students in the use of materials available and alternatives open to them. Subjects covered will be:

1. Math concepts
2. Use of A-V equipment
3. Location of supplies
4. How to prepare materials
5. How to use materials that are prepared

B. To develop oral language experience, the Junior High students will:

1. Encourage use of new words
2. Discuss word meaning
3. Discuss that a story has meaning

C. To promote growth in the skill areas of alphabet, sounds, rhyming, word recognition, vocabulary development, colors, and numbers, tutors will use:

1. Flash cards
2. Games
3. Worksheets
4. Workbook pages
5. Oral reading

D. Scheduling

1. Students will report to Washington according to their rotating schedule.
2. A Junior High student will be assigned to the same classroom, regardless of his arrival time.

E. Selection of Class

Special counseling and screening processes at the Junior High will provide for a class of 20-25 tutors.

IV. MATERIALS

The materials that will be used in the course will be generated through the classroom and the Language and Math Resource Centers at Washington School.

V. EVALUATION

A. Monitor and review classroom activities by supervision on a regular basis.

B. Periodic evaluation reports written by tutors to describe their feelings and needs.

C. Questionnaire to parents of Junior High students.

D. Information will be supplied to the parents of participating students:

1. Written notices
2. Parent conferences
   (a) phone
   (b) direct

E. Teacher evaluation reports on the progress of tutors.

F. Analysis of results of regular district pre-post testing.

Background

Lindsay Unified School District is comprised of Washington Primary School, a Kindergarten through Third Grade school with an enrollment of 650-700 students, an elementary school that houses Fourth through Sixth graders, the Junior High and Senior High.

During the fall of 1973, a project was started with five Junior High students coming to the Primary School three days a week to help in one First Grade class to do experience stories. The Junior High students were pulled from their regular classroom activities to walk the two blocks to the Washington campus. The first five students were inserviced as to how to write experience stories and some possible follow up activities. This was the pilot program that lasted two months.

After seeing the success that the children experienced and the enthusiasm expressed by the faculty, ten more students were added to the program. At this time the students went through a more intensive inservice program. The inservice dealt with teaching skill areas and working with small groups of children. A questionnaire went out to the faculty as to whether they felt a need for Junior High tutors. The response was very favorable and the fifteen students were placed in fifteen different classrooms. Washington School had 26 classrooms so not all the classes had the benefit of a tutor. Since the students were pulled out of these regular class, problems arose because of missed classes. As the need arose, some students dropped out of the program and others were added. By the end of the year, twenty-five Junior High students had been involved in the program.

During the time that the Junior High program was going on, a second program was started with Third Grade children tutoring in Kindergarten and First Grade classes. The Third graders were inserviced in basic skill areas, behavior, and discipline. There were regularly scheduled feedback sessions to find strengths and weaknesses in the program, how they felt about tutoring, what they had learned, what problems they were having, and what good ideas they had to share with others.

Groups of 10-20 youngsters were inserviced into the program throughout the year. As a result of this inservice, the manual contained in this book was written by them for their own use. By the end of the year, 110 Third Grade youngsters had tutored in the Kindergarten and First grade.

Most programs that were researched for this project had one older working with one younger for a certain time period. Through student, parent, and staff questionnaires it was determined that this type of a program did not meet the needs of all concerned. We found that the olders lost interest if they worked with the same child on the same task day after day--week after week. The Junior High child especially wanted to be involved with all areas of the curriculum and experience as many children as possible.

There seemed to be a definite need to have the Junior High student here everyday and not have them miss any other subject. A course of study was written to be included in the curriculum at the Junior High that would have CAT as an elective class, with credit, and grades. The Course of Study was presented to the School Board and approved.

The class size was originally designed to be 20-25 students but when the teacher survey was completed every teacher expressed a desire for at least one and some felt they could use two tutors. In the spring, the then Sixth and Seventh graders signed up for their classes for the 1974-1975 school year.

When all the cards were completed, a screening team consisting of the school principal, the school counselor, and the Cross-Age Tutoring coordinator selected the final class list of 32 students out of the 125 that had signed up for the program. The class was made up of equal numbers of Seventh and Eighth graders and an appropriate ethnic balance with the following criteria:

1. Bright students who were not achieving up to ability.
2. Students that are absent frequently, unexcused.
3. Students who were bilingual.
4. Students with low ability but could help small children.
5. The aggressive, hyperactive, disruptive, beligerent student that seldom performs in a manner that deserves a positive comment.
6. The shy, withdrawn student.
7. Students with poor self concept.
8. Students that seem immature or lack responsibility.
9. Model students.

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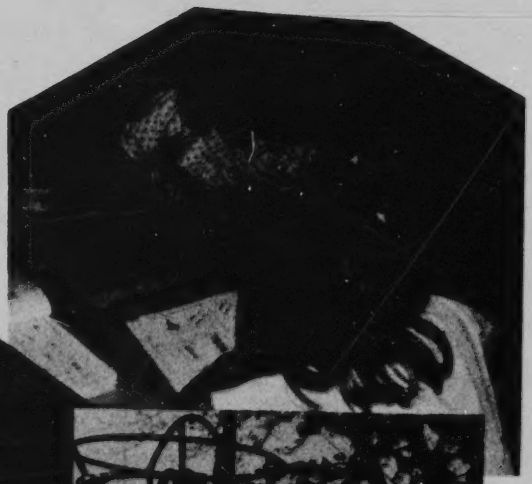
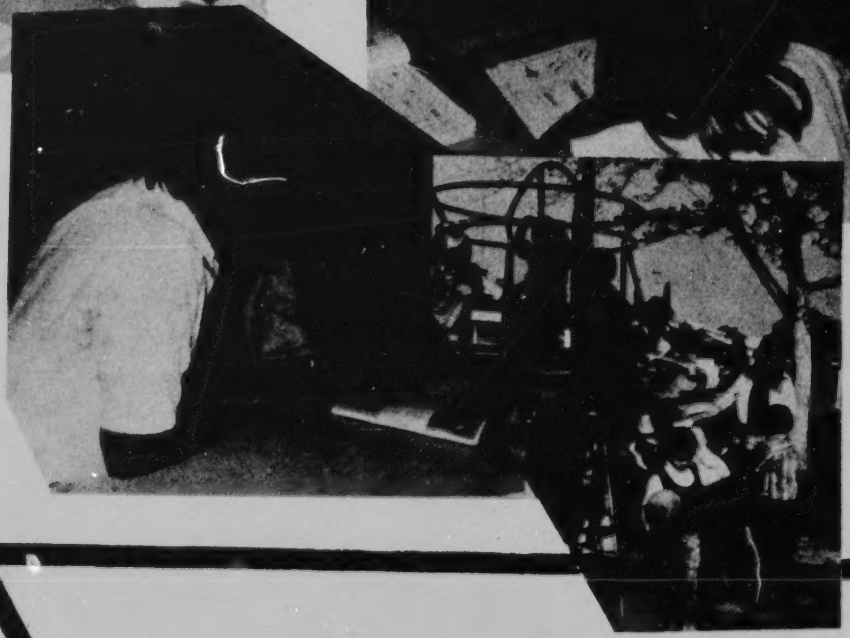
Training





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Training

Since the initial inservice, training of the tutors is the most critical. The first two weeks of school were set aside for the training. The inservice training consists of two sections: (1) Initial; (2) Ongoing.

SECTION I

Phase 1

(1) Why do you want to be a tutor and what do you hope to gain?

...To help them with their work. I did it last year and it was fun.
...I wanted to be a tutor because my brother is in that school and he needs help.
...I signed up for this class because I want to help little kids learn.
...The reason I signed up for the class was because I thought it would be a good experience. Also, it gives me a lot of responsibility. If I'm lucky I can tutor in my mom's class.
...Because I like kids and I thought it would be fun helping them work. It would give me a good feeling knowing that I helped them.
...I signed up for it because I enjoy working with children.
...Because I think that it is fun and challenging to teach a small child, I think that it is a good idea to have C.A.T.
...I wanted to sign up for this class because I like kids and they're fun to work with. Also, they're not as hard to work with when you know what you are doing.
...I took C.A.T. because I wanted to see what it would be like to be a teacher. I love the little kids in Washington School.
...I signed up for C.A.T. because I think I will be helping kids that need help.
...Because I want to get along with younger kids and I want to learn something. I also want the challenge to teach a younger child and it's fun.
...The reason I signed up for this class is because I like little kids a lot and I would like to see them learn from asking questions from me and then I would really be proud of helping little children. I think it would be a good experience for the children and us.
...I love kids. I want to be a teacher when I grow up so I thought it would be good experience. I think little kids need other kids to teach them.

...I joined this class because I feel that if I give at least part of my time to help others that they in turn can help others.
...I like little kids and working with them. I hope to learn while I'm teaching.

(2) What is expected of you.

(3) Course outline and procedure.

(4) Role of a tutor.

...Is friendly, happy and enthusiastic
...Accepts each child for what he is
...Builds on SUCCESS
...Works through the child's strengths
...Helps the child develop a positive attitude toward the subject
...Gives praise often for effort as well as success
...Keeps a record of progress and accomplishments each day with the child
...Varies activities often by including:
listening
talking
reading
writing
moving
...Keeps verbal instructions simple and makes sure the child understands them.

(5) Self concept scale.

(6) Background information on tutors (see "Follow Up").

Phase 2

(1) Why are we here?

(2) Why do we do the things we do?

(3) What comes before Reading and Writing?

(4) Understanding younger children:

"Reasons why children have difficulty learning"
...Sometimes it isn't explained right.
...Sometimes they don't listen.
...Their attention span is low.
...Language barrier.
...They get bored.

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...Shyness to question if they don't understand.
...No one took the time before.
...Too complicated.
...They were pushed too far too fast.
...Afraid of failure.

"What have you learned so far about kids?"
...Younger children are fun to work with.
...They are easy to get along with.
...You can't work with them too long because their attention span isn't very long.
...Some don't learn very fast.
...You need lots of patience.
...You have to give some more attention than others.
...They really respond to help.
...All children do not learn at the same speed.
...The kids are easy to understand.
...They are responsible.
....All kids don't grow at the same time, therefore, they can't do everything together.
...Kids have as good of ideas as grown ups.
...Develop rapport and understand each others problems.

(5) Discipline

(6) Behavior modification

...Ask him to stop if he is doing something wrong. If he stops, say something nice.
..."I like the way Joe is sitting nicely."
...Give privilege as reward.
...Child could choose a game if he acts right.
...Pat on the head.
...Ones who are good get to pass out milk, deliver message to office, etc.
..."Greatest student" idea.
...Verbally reinforce good behavior.
...Write a thank you note.
...Use paper money for good behavior and exchange it for a treat.

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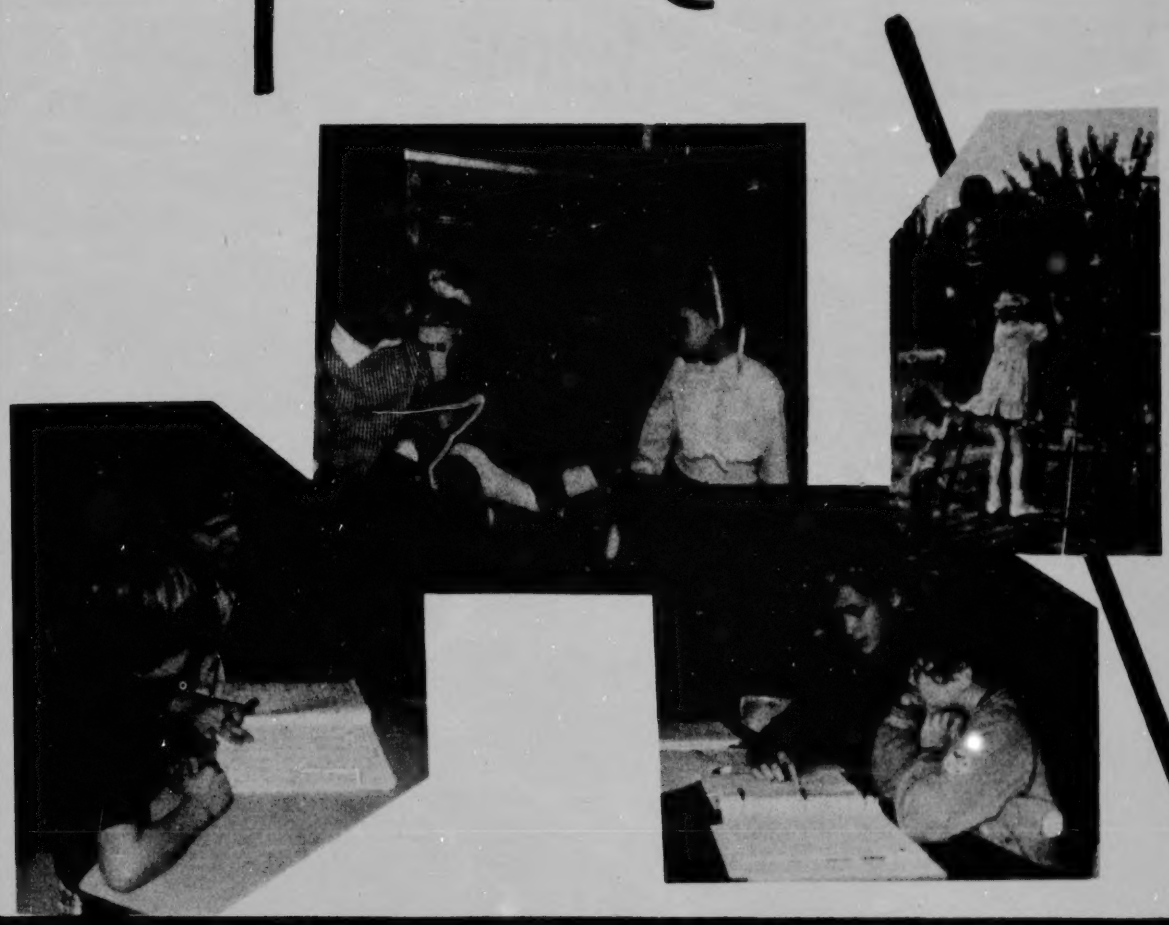
Program Operations



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Program Operations

The Junior High students are involved in Cross-Age Tutoring every day. Since the tutors come to the Primary School according to their 7 block rotating schedule, they are in the classrooms at a different time each day.

The following is a typical schedule for the eight days:

Monday - C Schedule

8:15 - 8:50
Inservice workshops with coordinator
Planning time with classroom teacher
Preparing lessons and/or materials
Feedback sessions with coordinator

Tuesday - D Schedule

1:50 - 2:25
Tutoring in classroom

Wednesday - E Schedule

1:00 - 1:40
Tutoring in classroom

Thursday - F Schedule

11:45 - 12:10
Planning time with teacher
Preparing lessons and/or materials

Friday - G Schedule

10:55 - 11:35
Tutoring in the classroom

Monday - A Schedule

10:05 - 10:45
Tutoring in the classroom

Tuesday - B Schedule

9:00 - 9:40
Tutoring in classroom

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Wednesday - C Schedule

8:15 - 8:50
Inservice with coordinator
Feedback with coordinator
Planning time with classroom teacher
Preparing lessons and/or materials

A TYPICAL DAY

.....Junior High students walk to the primary school and check in.

.....Junior High students report to their assigned classrooms.

.....Junior High students begin their 40 minutes of tutoring in whatever area their time slot allows for that day. See "Possible Activities for Tutors" page.

.....Junior High students walk back to their school to attend classes for rest of the day.

.....When the weather is inclement the coordinator meets with the tutors at the Junior High campus for inservice.

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SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3 Inservice	4 at Jr. High	5	6	7
8	9 Admissions Day	10	11	12	13	14
15	16 Period 2 9:00 - 9:40	17 Period 1 8:15 - 8:50	18 Period 7 1:50 - 2:25	19 Period 6 1:00 - 1:40	20 Period 5 11:45-12:10	21
22	23 Period 4 10:55-11:35	24 Period 3 10:05-10:45	25 Period 2 9:00-9:40	26 Period 1 8:15-8:50	27 Period 7 1:50-2:25	28
29	30 Period 6 1:00-1:40					

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OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Period 5 11:45-12:10	2 Period 4 10:55-11:35	3 Period 3 10:05-10:45	4 Period 2 9:00-9:40	5
6	7 Period 1 8:15-8:50	8 Period 7 1:50-2:25	9 Period 6 1:00-1:40	10 Period 5 11:45-12:10	11 Period 4 10:55-11:35	12
13	14 Period 3 10:05-10:45	15 Period 2 9:00-9:40	16 Period 1 8:15-8:50	17 Period 7 1:50-2:25	18 Period 6 1:00-1:40	19
20	21 Period 5 11:45-12:10	22 Period 4 10:55-11:35	23 Period 3 10:05-10:45	24 Period 2 9:00-9:40	25 Period 1 8:15-8:50	26
27	28 Period 7 1:50-2:25	29 Period 6 1:00-1:40	30 Period 5 11:45-12:10	31 Period 4 10:55-11:35		

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NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Period 3 10:05-10:45	2
3	4 Period 2 9:00-9:40	5 Period 1 8:15-8:50	6 Period 7 1:50-2:25	7 Period 6 1:00-1:40	8 Period 5 11:45-12:10	9
10	11 HOLIDAY	12 Period 4 10:55-11:35	13 Period 3 10:05-10:45	14 Period 2 9:00-9:40	15 Period 1 8:15-8:50	16
17	18 Period 7 1:50-2:25	19 Period 6 1:00-1:40	20 Period 5 11:45-12:10	21 Period 4 10:55-11:35	22 Period 3 10:05-10:45	23
24	25 Period 2 9:00-9:40	26 Period 1 8:15-8:50	27 Period 7 1:50-2:25	28 HOLIDAY	29 HOLIDAY	30

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DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Period 6 1:00-1:40	3 Period 5 11:45-12:10	4 Period 4 10:55-11:35	5 Period 3 10:05-10:45	6 Period 2 9:00-9:40	7
8	9 Period 1 8:15-8:20	10 Period 7 1:50-2:25	11 Period 6 1:00-1:40	12 Period 5 11:45-12:10	13 Period 4 10:55-11:35	14
15	16 Period 3 10:05-10:45	17 Period 2 9:00-9:40	18 Period 1 8:15-8:50	19 Period 7 1:50-2:25	20 Period 6 1:00-1:40	21
22	23 CHRISTMAS	24 VACATION	25	26	27	28
29	30	31				

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NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Period 3 10:05-10:45	2
3	4 Period 2 9:00-9:40	5 Period 1 8:15-8:50	6 Period 7 1:50-2:25	7 Period 6 1:00-1:40	8 Period 5 11:45-12:10	9
10	11 HOLIDAY	12 Period 4 10:55-11:35	13 Period 3 10:05-10:45	14 Period 2 9:00-9:40	15 Period 1 8:15-8:50	16
17	18 Period 7 1:50-2:25	19 Period 6 1:00-1:40	20 Period 5 11:45-12:10	21 Period 4 10:55-11:35	22 Period 3 10:05-10:45	23
24	25 Period 2 9:00-9:40	26 Period 1 8:15-8:50	27 Period 7 1:50-2:25	28 HOLIDAY	29 HOLIDAY	30

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DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Period 6 1:00-1:40	3 Period 5 11:45-12:10	4 Period 4 10:55-11:35	5 Period 3 10:05-10:45	6 Period 2 9:00-9:40	7
8	9 Period 1 8:15-8:20	10 Period 7 1:50-2:25	11 Period 6 1:00-1:40	12 Period 5 11:45-12:10	13 Period 4 10:55-11:35	14
15	16 Period 3 10:05-10:45	17 Period 2 9:00-9:40	18 Period 1 8:15-8:50	19 Period 7 1:50-2:25	20 Period 6 1:00-1:40	21
22	23 CHRISTMAS	24 VACATION	25	26	27	28
29	30	31				

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JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 VACATION	2	3	4
5	6 Period 5 11:45-12:10	7 Period 4 10:55-11:35	8 Period 3 10:05-10:45	9 Period 2 9:00-9:40	10 Period 1 8:15-8:50	11
12	13 Period 7 1:50-2:25	14 Period 6 1:00-1:40	15 Period 5 11:45-12:10	16 Period 4 10:55011:35	17 Period 3 10:05-10:45	18
19	20 Period 2 9:00-9:40	21 Period 1 8:15-8:50	22 Period 7 1:50-2:25	23 Period 6 1:00-1:40	24 Period 5 11:45-12:10	25
26	27 Period 4 10:55-11:35	28 Period 3 10:05-10:45	29 Period 2 9:00-9:40	30 Period 1 8:15-8:50	31 Period 7 1:50-2:25	

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FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Period 6 1:00-1:40	4 Period 5 11:45-12:10	5 Period 4 10:55-11:35	6 Period 3 10:05-10:45	7 Period 2 9:00-9:40	8
9	10 Period 1 8:15-8:50	11 Period 7 1:50-2:25	12 HOLIDAY	13 Period 6 1:00-1:40	14 Period 5 11:45-12:10	15
16	17 HOLIDAY	18 Period 4 10:55-11:35	19 Period 3 10:05-10:45	20 Period 2 9:00-9:40	21 Period 1 8:15-8:50	22
23	24 Period 7 1:50-2:25	25 Period 6 1:00-1:40	26 Period 5 11:45-12:10	27 Period 4 10:55-11:35	28 Period 3 10:05-10:45	

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Period 2 9:00-9:40	4 Period 1 8:15-8:50	5 Period 7 1:50-2:25	6 Period 6 1:00-1:40	7 Period 5 11:45-12:10	8
9	10 Period 4 10:55-11:35	11 Period 3 10:05-10:45	12 Period 2 9:00-9:40	13 Period 1 8:15-8:50	14 Period 7 1:50-2:25	15
16	17 Period 6 1:00-1:40	18 Period 5 11:45-12:10	19 Period 4 10:55-11:35	20 Period 3 10:05-10:45	21 Period 2 9:00-9:40	22
23 30	24 HOLIDAY 31 Period 1 8:15-8:50	25 HOLIDAY	26	27	28	29

APRIL....

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Period 7 1:50-2:25	2 Period 6 1:00-1:40	3 Period 5 11:45-12:10	4 Period 4 10:55-11:35	5
6	7 Period 3 10:05-10:45	8 Period 2 9:00-9:40	9 Period 1 8:15-8:50	10 Period 7 1:50-2:25	11 Period 6 1:00-1:40	12
13	14 Period 5 11:45-12:10	15 Period 4 10:55-11:35	16 Period 3 10:05-10:45	17 Period 2 9:00-9:40	18 Period 1 8:15-8:50	19
20	21 Period 7 1:50-2:25	22 Period 6 1:00-1:40	23 Period 5 11:45-12:10	24 Period 4 10:55-11:35	25 Period 3 10:05-10:45	26
27	28 Period 2 9:00-9:40	29 Period 1 8:15-8:50	30 Period 7 1:50-2:25			

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MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Period 6 1:00-1:40	2 Period 5 11:45-12:10	3
4	5 Period 4 10:55-11:35	6 Period 3 10:05-10:45	7 Period 2 9:00-9:40	8 Period 1 8:15-8:50	9 Period 7 1:50-2:25	10
11	12 Period 6 1:00-1:40	13 Period 5 11:45-12:10	14 Period 4 10:55-11:35	15 Period 3 10:05-10:45	16 Period 2 9:00-9:40	17
18	19 Period 1 8:15-8:50	20 Period 7 1:50-2:25	21 Period 6 1:00-1:40	22 Period 5 11:45-12:10	23 Period 4 10:55-11:35	24
25	26 HOLIDAY	27 Period 3 10:05-10:45	28 Period 2 9:00-9:40	29 Period 1 8:15-8:50	30 Period 7 1:50-2:25	31

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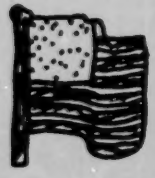
JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Period 6 1:00-1:40	3 Period 5 11:45-12:10	4 Period 4 10:55-11:35	5 Period 3 10:05-10:45	6 Period 2 9:00-9:40 LAST DAY OF SCHOOL!	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



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Teacher Inservice

WHO IS ENROLLED

Arnold, Jeff	Hahnle, Wendy	Clausen, Brian
Alfaro, Diana	Harris, Gail	Decker, Tina
Anderson, Don	Knutson, Celeste	Guffogg, Shane
Bailey, Cathey	Letsinger, Mark	Leinsteiner, Mary
Bessey, Brad	Moreland, Velvet	Mendoza, Mike
Biddle, Kathleen	Salazar, Noelia	Paul, Anthony
Bishop, Lesli	Anderson, Lane	Ramos, Renee
Botello, Janice	Asmuth, Judy	Reeves, Debbie
Flores, Jamie	Barringer, Joy	Sims, Danny
Fox, Derek	Borbon, Yvonne	Slankard, Cindy
Guerrero, Kurt	Chapman, LeAnn	Tassey, Mike

ROTATING SCHEDULE

Under the rotating schedule, each student will be programmed into seven classes. Periods A through G will rotate each day of the week so that teachers will meet with their classes at a different hour each day of the week. Below is one complete rotation of the schedule:

Monday	-	A Schedule A/B/C/D/E/F/G	E Lunch
Tuesday	-	B Schedule B/C/D/E/F/G/A	F Lunch
Wednesday	-	C Schedule C/D/E/F/G/A/B	G Lunch
Thursday	-	D Schedule D/E/F/G/A/B/C	A Lunch
Friday	-	E Schedule E/F/G/A/B/C/D	B Lunch
Monday	-	F Schedule F/G/A/B/C/D/E	C Lunch
Tuesday	-	G Schedule G/A/B/C/D/E/F	D Lunch
Wednesday	-	A Schedule A/B/C/D/E/F/G	E Lunch

00034

POSSIBLE ACTIVITIES OF A CROSS-AGE TUTOR

.....Do fun things with a nontrusting child.
.....Work on daily lesson in math or reading.
.....Help develop motor skills with a child.
.....Develop group social acceptance with a reticent child on the playground.
.....Drill on math facts.
.....Listen to a child read.
.....Read to a child.
.....Give timings and chart progress in math or reading.
.....Be a teacher's aide in art activities.
.....Play a learning game with a group.
.....Listen to child with a Distar assignment.
.....Work as a Harper Row tutor.
.....Teach a physical education game to a primary class.
.....Take a child to the Reading Center to explore enriching activities.
.....Work with a small group on Try Task.
.....Give reading and math profile card tests to a child.
.....Work with one or several children in their workbooks.
.....Work with an E.S.L. child.
.....Work with a small group on alphabet, letter sounds, etc., after they have been introduced.
.....Write experience stories for children.
.....Help children with their spelling.
.....Use flashcards to reinforce math facts and vocabulary.

TUTORS HAVE BEEN INSTRUCTED TO DO

1. NEWW Profile Card in Language Arts
   ...what it's for
   ...how to give skill tests
   ...how to record
   ...where materials are

2. NEWW Profile Card in Mathematics
   ...what it's for
   ...how to give skill tests
   ...how to record
   ...where materials are

3. How to work with individual and small groups.

4. Oral Language Development.

5. Behavior Modification.

6. Teaching all skill areas.

00035

7. Use of games, flashcards, etc.

8. Administrating the Inventory of Developmental Tasks.

9. Correcting tests, workbooks, worksheets, etc.

10. Operating AV material.

11. Location of materials in Resource Center.

TEACHER-TUTOR ASSIGNMENTS

Kindergarten
- Becky Carlson
- Joe Ippolito
  - Jeff Arnold
  - Lesli Bishop
  - Don Anderson

Kindergarten-First Grade, Multi-Age
- Linda Roberson
  - Derek Fox
  - Joy Barringer
- Gwelda Lambert
  - LeAnn Chapman
  - Mary Leinsteiner
- Lee Bonnar
  - Mark Letsinger
  - Yvonne Borbon
- Barbara Gerstkemper
  - Celeste Knutson
  - Janice Botello

First Grade
- Shirley Buettner
  - Velvet Moreland
  - Tina Decker
- Mary Ann Guerrero
  - Kurt Guerrero
- Debbie Cowper
  - Danny Sims

First-Second, Multi-Age
- Joyce Lorah
  - Jamie Flores
  - Diane Alfaro
- Ellen Hillson
  - Noelia Salazar
  - Debbie Reeves
- Linda Pruitt
  - Anthony Paul
  - Judy Asmuth

Second Grade
- Ann Selby
  - Cindy Slankard
- Vera Bream
  - Wendy Hahnle
- Pat Baker
  - Brian Clausen

Second-Third Grade, Multi-Age
- Vivian Sanberg
  - Cathy Bailey
- Terry Forster
  - Kathleen Biddle

Third Grade
- Bob Hammond
  - Lane Anderson
- Harry Schein
  - Shane Guffogg
- Erma Jean Bybee
  - Gail Harris
- Shirley Landers
  - Mike Mendoza
- Orrie Feitsma
  - Mike Tassey

00036

Personnel Responsibilities—

PROGRAM COORDINATOR

.....Develop program
.....Supervise overall project
.....Select final class list
.....Develop, conduct, and supervise pre- and ongoing training and inservice sessions
.....Coordinate activities at different levels
.....Liaison between schools, personnel, and parents
.....Facilitate evaluative feedback sessions with staff
.....Compile data necessary for the program
.....Develop program schedule with teachers

CLASSROOM TEACHER

.....Supervise tutorial sessions and provide assistance, when needed
.....Select and provide availability of materials
.....Hold planning sessions with the tutors
.....Complete necessary evaluations
.....Maintain an awareness of progress made and provide feedback for tutors
.....Develop program schedule with coordinator
.....Attend regular feedback sessions with coordinator

STUDENT TUTORS

.....Attend training sessions
.....Maintain an atmosphere of friendliness
.....Develop and maintain rapport with teacher and student
.....Report to class on time
.....Alert teacher ahead of time if you are not able to be there
.....Gather and prepare materials with teacher's assistance
.....Complete evaluations and questionnaires, when necessary
.....Accept the responsibility that has been given to you
.....Take initiative

00037

Feedback

The purpose of feedback sessions is to allow the Junior High students to share their experiences with others and the coordinator. They discuss the problems as well as the successes they have had. It also allows time to share good ideas that would be of benefit to the entire group. Through these free and open discussions the tutors learn more about responsibility, techniques, and gain confidence in themselves.

The feedback sessions give the tutor a new perspective to learning which causes him to channel his energies into planning and organizing activities for the younger students. By implementing these ideas the tutors realize a personal satisfaction in having accepted a new level of responsibility, and the knowledge that he is helping someone increase his sense of self worth. Through sharing with other tutors he experiences a type of fulfillment that enriches his total life and puts pleasure into learning.

CONDUCTING FEEDBACK SESSIONS

.....Feedback sessions are held once out of every eight days so that there is not a long time lapse to share problems and gain solutions.

.....Since the tutors discuss and share more readily in small groups, about 1/3 of them are in a group at one time. The remaining students are working with their assigned teacher to plan their week and prepare materials.

.....The tutors are asked to give periodic evaluations and answer questionnaires to express their views and feelings. This type of feedback enables the coordinator to evaluate the program from the total group not just the ones who are verbal in the discussions.

.....The coordinator assumes the role of facilitator rather than the problem solver. The students are encouraged to arrive at alternatives or solutions to one anothers problems.

TYPES OF FEEDBACK SESSIONS

Conducting a Discussion

A discussion is consideration of a question in open debate, argument for the sake of arriving at truth or clearning up difficulties.

Process

1. Place group in a circle including leader.

2. A problem is stated by anyone and a discussion follows as to possible solutions.

3. This process can also be used to discuss success that they have experienced.

4. Types of discussion questions:

   (a) Descriptive - What happened?
   (b) Historical - What started it?
   (c) Comparative - How are they different or similar to each other?
   (d) Casual - What caused him to behave that way?
   (e) Prediction - How will it end?
   (f) Experimental hypothesis - What would happen if I.....?
   (g) Methodological - How can we find out?
   (h) Value - Which way is best? Why do you think so?

Brainstorming

Brainstorming is a technique for generating ideas from a group. Instruct the group in the following:

1. All ideas are acceptable.

2. Do not pass judgment on any idea.

3. The leader has the right to exercise the "ding-a-ling" process. That is, whenever there is a defeatist statement such as "....you can't do that because....." the leader rings a bell. This is to keep the group in a positive frame of mind.

Process

1. State a problem.

2. All persons give possible solutions to the problem.

3. All ideas are recorded in a list.

4. After all ideas are recorded, the participants indicate, by a show of hands, those ideas of "high," "medium," and "low" interest and/or potential.

5. Place a "H," "M," or "L" by each idea.

6. Cross off all the "M" and "L" items.

7. Theoretically, the group has indicated those items of highest priority.

00039

Consensus Process

1. State a problem. Example: "How often should we have an evaluation questionnaire?"

2. Go around the room and ask each person his opinion.

3. Whenever anyone says "I don't care" he is never asked again but has to go along with the group decision.

4. The process continues until everyone either agrees or has dropped out.

Outcome: A decision has been made by everyone and therefore a commitment.

Force Field

Process

1. State the problem.

2. State the reason ("+") they want to solve the problem.

3. State some of the constrains ("-") which stand in the way of resolving the problem.

4. State the items in the constraint column ("-") that are causes and those that are "effects."

5. State the priority ordering for alternative solution strategies.

After this process is completed, the group continues to the next phase.

1. Determine what actions will be taken and establish guidelines.

2. Determining the people responsible for which specific action.

3. Establish a deadline or target date by which time a given action will be completed.

Prioritizing

1. A list of possible activities is either designed by the students or prepared by the coordinator from feedback by teachers.

2. Each student has a list and puts the activities in order of priority.

3. All the scores are totaled and a master list of the activities are listed in priority.

00040

Manuals

00041

Cross Age Tutors Manual

"Kids Teaching Kids"

by:
Washington Primary
Third Graders
Nancy Muller
Co-ordinator

29.
09042

INTRODUCTION

Due to the interest shown by both teachers and students at Washington Primary School a Cross-Age Tutoring program was started in the fall of 1973.

Forty (40) Third Grade children were chosen to learn how to be tutors for First Grade children.

In January 1974 twenty more Third Graders were added to the program, and in February 1974 forty-nine more Third Graders were added. There are now 110 Third Graders serving as Cross-Age Tutors.

The tutors brainstormed and came up with many ways to help them teach and help children learn.

This book was written by Third graders as a reference for them. As time goes by more will be added and game ideas will be included.

38.043

THIRD GRADERS
IN
CROSS-AGE TUTORING PROGRAM

Lori Albert
Alice Valdivia
Saul Santillian
Eddy Bush
Michelle Paul
Ted Sanchez
Deal Richardson
David Buenrostro
Yolanda Jimenez
Abelina Vega
David Flores
Tammy Jameway
Mary Foncesco
Jackie Perez
Rosie Vela
Nancy Esparza
Vickie Trujillo
Kelly Chatters
Jay Bedwell
Kathy Schroeder
Brad Roberson
Gary Hylton
Mike Gurrola
Becky Romero
Jim Wheeler
Sandy Hulsey
Karen Johnson
Dewayne Cathey
Regina Bailey
Denise Weaver

Sandra Perez
Shelly Standridge
Dawn Garrett
Veronica Loyd
Alma Silva
Robby Ferrier
Junior Corriea
Allison Adney
Annabelle Friaz
Pat Walker
Rhonda Duncan
Veronica Morrillo
Susan Diaz
Lupe Concha
Suzanne Asmuth
David Rockholt
Terry Maybray
James Wheeler
Tom Kane
Albert Aguilar
Eric Grothe
Ray Murguia
Anna Maria Hernandez
Beatrice Guzman
Sylvia Feliz
Danny Rockholt
Joann Ortiz
Gail Pittenger
Monica Roldan
Kelly Bertao

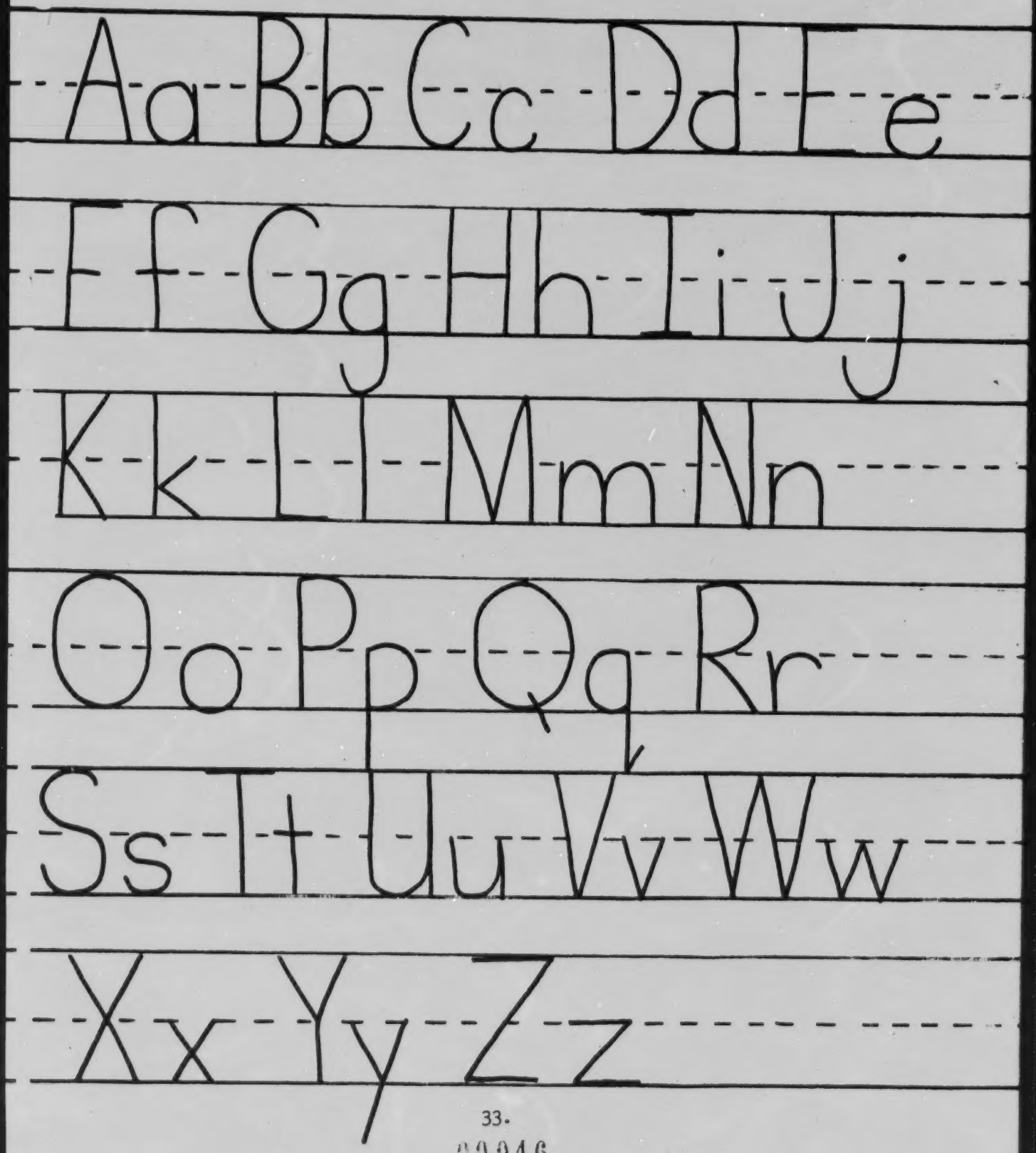
Lisa Villa
Kent McNiece
Richard Smith
Cassie Standridge
Rosalie Soliz
Patty Hultz
Leann Sweeden
Leif Moon
Neil O'Connell
Garrett Castillo
David Haas
Diana Rios
Pam Hawley
Sandra Seymore
Annette Herrera
Angela Romero
Gilbert Chavez
Becky Conrad
Barbara Romero
Elisa Navarro
Filberto Jaurequi
Robert Alfaro
Mike Chairez
Mike Roberts
Victor Castanon
Shirley Esquibel
Grace Mendoza
Greg Magana
Patricia Esquibel

00044

The Third grade students expressed these feelings about "Why do you want to be a tutor?" and "What do you hope to gain by being a tutor?"

1. Help children learn.
2. Help them read.
3. Help them play better.
4. Watch how much they learn.
5. Help us to learn more.
6. Have them like school more.

00045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Kk Ll Mm Nn
Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz

00046

WAYS TO GET KIDS EXCITED

1. We tutors need to be excited.
2. Praise the children a lot.
3. Make them feel important.
4. Help them a lot.
5. Make learning fun.
6. Use lots of games and art projects, such as:
    a. numbers or letters out of yarn
    b. pictures
7. Try many different idea.

00047

THINGS TO REMEMBER

1. Always reward the child for success.
2. Work with something a child is good in.
3. Praise a child for effort.
4. Don't criticize him.
5. Be friendly.
6. Be on time.
7. Think up new ideas on your own.
8. Don't always give him the answer.
9. Help him if he doesn't know the answer.
10. Write clearly and correctly.

00048

IDEAS FOR TEACHING MOTOR ACTIVITIES

Practice with a child and show a child how to:

_____ throw a ball

_____ catch a ball

_____ jump rope

_____ walk on a board

_____ do jumping jacks

_____ play a game

_____ run

_____ hop

_____ skip

99049

WAYS TO TEACH COLORS

1. Match up colors that are the same.
2. Match colors with the color word.
3. Have child find pictures with a certain color in it.
4. Label a picture with color words.
5. Make color dictionary.
6. Games

WAYS TO TEACH SHAPES

1. Match a shape with the same shape.
2. Trace a shape.
3. Name shapes from a flashcard.
4. Make shapes and have the child take them home.
5. Pick out different shapes in a picture.
6. Draw a picture using different shapes.
7. Pick out the shape that is different from a group of four.
8. Wax crayon drawings with black paint over it. Scratch out shapes.
9. Dip yarn in starch and make shapes.
10. Make shapes out of clay.

00050

WAYS TO TEACH THE ALPHABET

1. Have the child repeat the letter name after you.
2. Use flashcards as drill.
3. Find a picture that begins with a certain letter.
4. Match a letter and a picture.
5. Make flashcards to take home.
6. Make a picture dictionary.
7. Make a word dictionary.
8. Have child think of a word that begins with a certain letter.
9. Use puzzles.
10. Use games.
11. Use yarn to make letters.
12. Wax crayon drawing with black paint over it. Scratch out letters.
13. Make letters out of clay.

00051

WAYS TO TEACH ORAL LANGUAGE

1. Write experience stories.
2. Have small group talks.
3. Read a story and talk about it.
4. Talk about a picture.
5. Make up a story about a picture.

WAYS TO USE PICTURES FOR ORAL LANGUAGE

1. Show a child a picture and then the child tells a story about it.
2. Ask questions about the picture:

   Fact - How
   What
   Who
   Where

   Feeling - How did the person in the story feel?
   How did you feel when you read or heard the story?

   Thought - What would you do if .....

3. What happened before?
4. What happened after?
5. What happened first - next - last?

00032

WAYS TO TEACH WORD MEANING

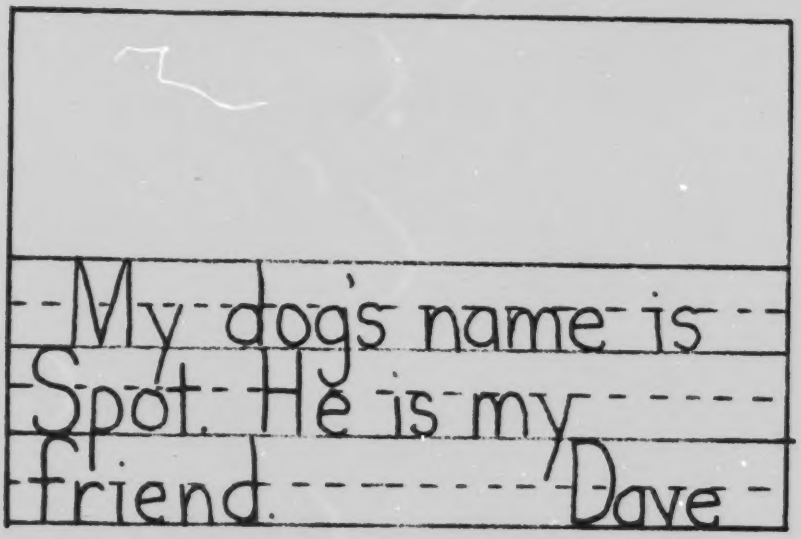
1. Use flashcards and child has to tell you the meaning of the word.
2. Child uses the word in a sentence.
3. Child and tutor make a word bank.
4. Use pictures to show what a word means. Like a picture of a bear with the word bear.
5. Ask questions about the word.

WAYS TO TEACH SOUNDS -- BEGINNING AND ENDING

1. Have the child say the letter and the sound when you hold up a letter.
2. The child says a word that begins with the sound that you say.
3. The child says a word that ends with the sound that you say.
4. The child matches the sound with a letter.
5. The child finds a picture that begins with a certain sound.
6. Make a dictionary.
7. Use games the teacher has or make up your own games.

HOW TO WRITE AN EXPERIENCE STORY

1. Talk about the story with the child.
2. Then stop and tell him you are going to write down some of the things he has told you.
3. Start writing his story.
4. Say each word aloud as you write.
5. Write three or four sentences.
6. Have the child read his story back to you.
7. Tell him any words he doesn't know.
8. Have child read his story again if he misses very many words.
9. Write child's name and date at the bottom of the page.
10. Have the child draw a picture about his story.
11. Share his story with a friend, the teacher, or the whole class.



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QUESTIONS TO ASK ABOUT A STORY

1. What was the story about?
2. How did something smell?
3. How did you feel about the story?
4. How many? What kind? Who did? Where was?
5. How did the person in the story feel?
6. What happened before?
7. What happened next?
8. What happened after?

HOW TO LISTEN TO A CHILD READ

1. Let him read at his own speed.
2. Tell him a word if he doesn't know it.
3. Have him tell you the word again.
4. Ask questions about the story.
5. Draw a picture about his favorite part.

HOW TO READ TO A CHILD

1. Read the story to yourself first.
2. Learn how to hold a book so children can see the pictures.
3. Read clearly so the child can understand what you say.
4. Ask questions about the story.
5. Draw a picture about the story.

00055

USES FOR FLASHCARDS

1. Numbers
2. Alphabet
3. Words
4. Colors
5. Shapes
6. Sentences

HOW TO USE FLASHCARDS

1. Flip through the cards.
2. Use them in order.
3. Use them out of order.
4. Use for word meaning.
5. Ask questions about them.
6. Use the word in a sentence.
7. Say a word that begins with a letter.
8. Find a picture of a word or letter.
9. Draw a picture of a sentence.

99056

WAYS TO TEACH NUMBERS

1. Have a child count out loud.
2. Have the child write his numerals.
3. Have the child count beans to match a numeral.
4. Use games.
5. Use flashcards with numerals on them.
6. Use flashcards with equations on them.

   2 + 2 = ☐

   2 + ☐ = 4
7. Make sets with beans or sticks.
8. Make equations with beans or sticks.
9. Use flannel board or chalk board.
10. Have the child write an equation as you say it.

    Two plus two equals

MATH WORDS

plus	greater than	missing adding
minus	less than	sum
equal	set	difference
same as	number	
different	equation	

00057

WHAT HAVE YOU LEARNED SO FAR?

1. Not all children learn at the same time or rate.
2. That they need lots of help.
3. That you can't rush learning.
4. That some children are harder to teach than others.
5. Sometimes they try to go too fast in reading.
6. There are lots of things they haven't learned yet.
7. They have learned lots of new things.
8. We have seen lots of improvement.
9. Not to help too much.

HOW DO YOU FEEL ABOUT HELPING?

1. It feels fun.
2. It makes me feel happy.
3. Makes me feel more important.
4. It makes you glad you're helping.
5. It makes you feel like you know a lot.
6. Makes you feel like a teacher.
7. It makes you remember what you learned in First Grade.

00058

WHAT HAS IT DONE FOR YOU?

1. Makes you review things you had forgotten.
2. It made me feel happier.
3. It's made me feel more worthwhile.
4. Makes me feel glad - sensational.
5. It has made us learn more.
6. Made us want to make things for them.
7. Made me care about people more.
8. Made me feel like I'm doing more.
9. It's made me want to learn more.
10. Made me feel like a human being.
11. Made me appreciate teachers more.
12. It's given me more confidence in myself.
13. Makes me feel smarter.
14. Makes me excited about seeing a child learn.

00059

NEW IDEAS

1. Make their name out of clay.

2. Make numbers, letters out of clay.

3. Dip roping into liquid starch and make letters, numbers, or shapes.

4. Make a wax crayon drawing and paint over it with black paint. Scratch out letters, numbers, or shapes.

00060

Cross Age Tutors Manual

"We're Here to Help"

Written & Produced by
Thirty Two Jr. High
Students
and
Nancy Muller
Co-ordinator
Lindsay, California

48
090061

INTRODUCTION

This manual was written and designed by the students participating in the Cross-Age Tutoring at the Junior High. The students felt the need to have a resource manual that they could refer to when teaching younger children.

The tutors brainstormed and came up with the following ways to teach and ways to solve some of the problems they might come up against.

As time goes on, the tutors will add more ideas that will be of benefit to them and the Kindergarten through Third Grade students they are working with.

Illustrations by:
Erma Jean Bybee

20062

Authors Page

Eighth Graders

Jeff Arnold
Diana Alfaro
Don Anderson
Cathey Bailey
Brad Bessey
Kathleen Biddle
Kesli Bishop
Janice Botello
Jaime Flores
Derek Fox
Velvet Moreland
Kurt Guerrero
Wendy Hahnle
Gail Harris
Celeste Knutson
Mark Letsinger
Noelia Salazar

Seventh Graders

Lane Anderson
Judy Asmuth
Joy Barringer
Yvonne Borbon
LeAnn Chapman
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Tina Decker
Shane Gruffogg
Mary Leinsteiner
Mike Mendoza
Mike Tassey
Anthony Paul
Renee Ramos
Debbie Reeves
Danny Sims
Cindy Slankard

00063

A SUCCESSFUL TUTOR

.....Is friendly, happy and enthusiastic

.....Accepts each child for what he is

.....Builds on SUCCESS

.....Works through the child's strengths

.....Helps the child develop a positive attitude toward the subject

.....Gives praise often for effort as well as success

.....Keeps a record of progress and accomplishments each day with the child

.....Varies activities often by including:

listening
talking
reading
writing
moving

.....Keeps verbal instructions simple and makes sure the child understands them.

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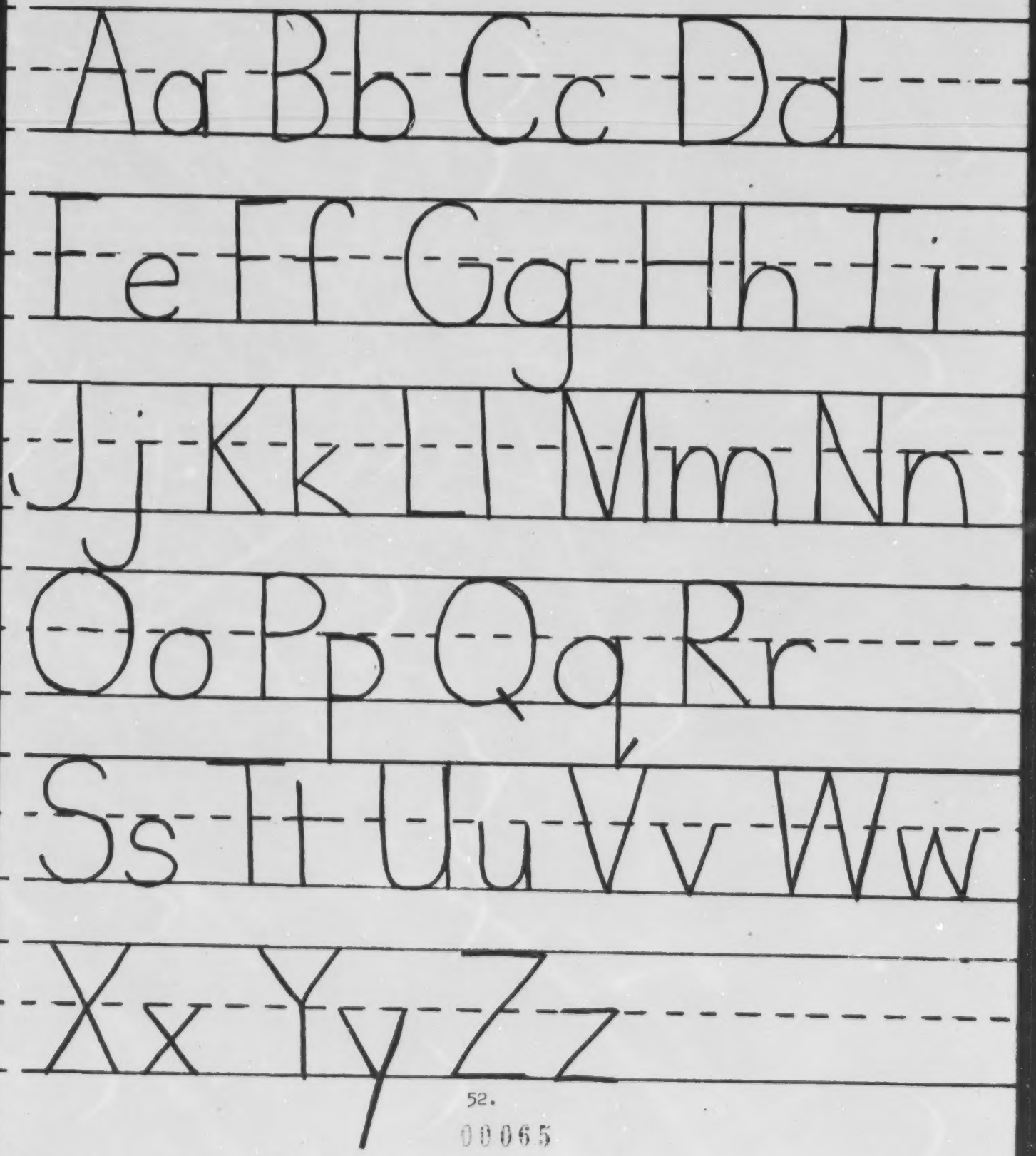
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Jj Kk Ll Mm Nn
Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz

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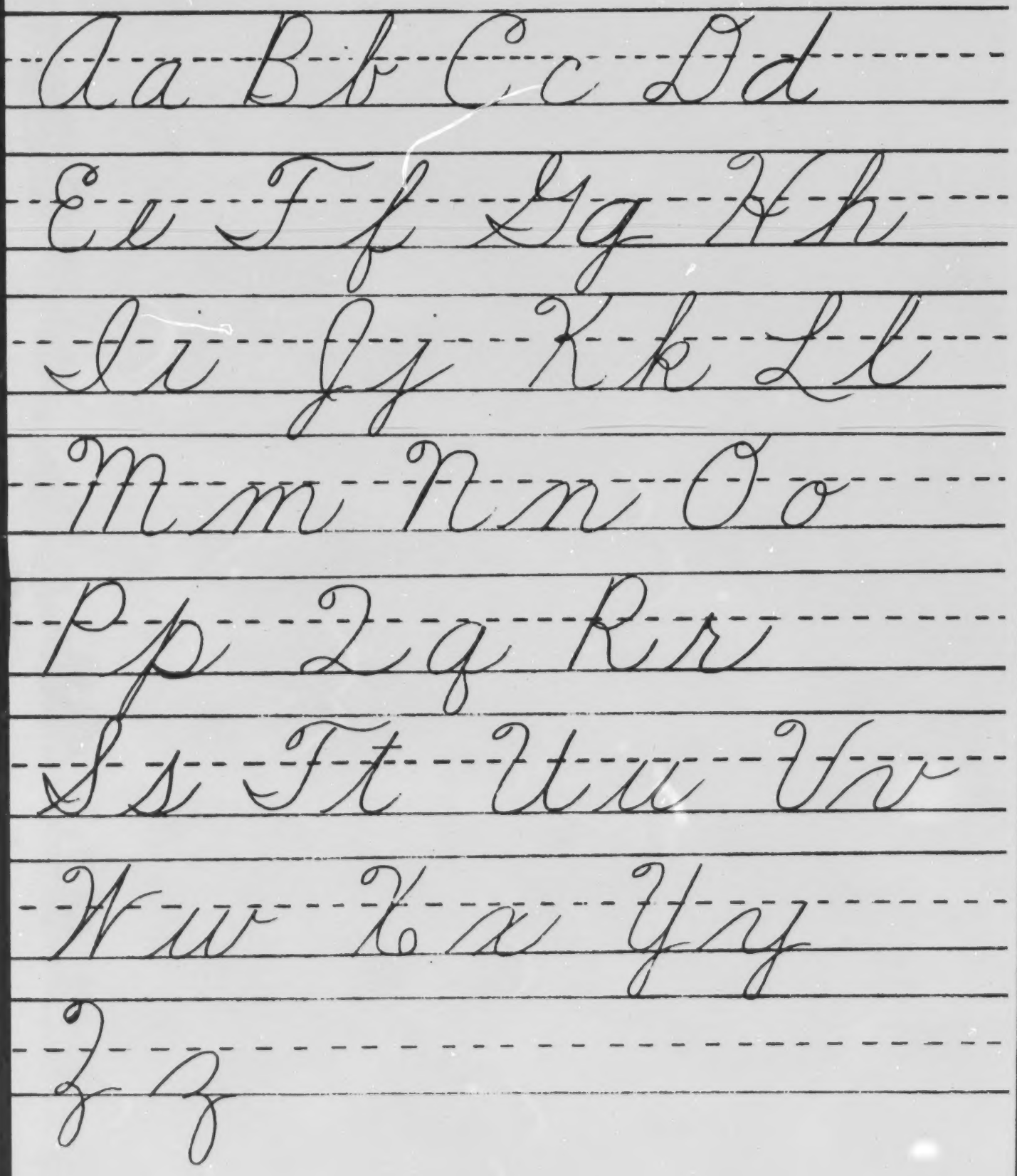
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Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo
Pp Qq Rr
Ss Tt Uu Vv
Ww Xx Yy
Zz

00066

IDEAS FOR TEACHING MOTOR SKILLS

Practice with a child and show them how to:

.....throw a ball
.....catch a ball
.....bounce a ball
.....kick a ball
.....hit a ball
.....jump rope
.....walk a balance beam
.....jumping jacks
.....run
.....hop
.....skip
.....bars and rings
.....using the slide
.....climbing
.....swinging

Teach a group of children to play games.

.....Four square
.....hop scotch
.....teacher ball
.....basket ball
.....football
.....baseball

Concepts to be learned in Sports:

.....sportsmanship
.....safety
.....rules of the playground
.....taking turns
.....sharing

00067

IDEAS FOR TEACHING COLORS

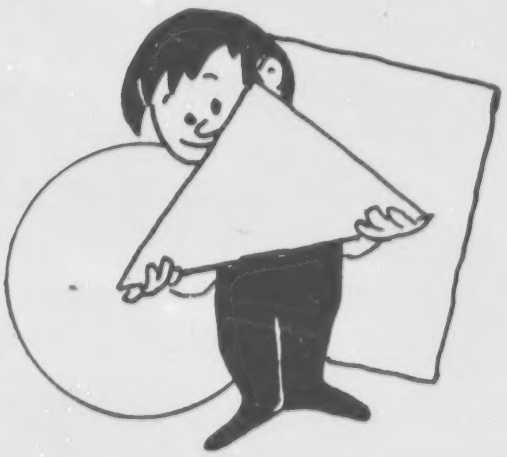
1. Match colors that are the same.
2. Naming colors.
3. Match color with color word.
4. Use flashcards of different colors.
5. Spelling color words.
6. String beads of same colors and different colors.
7. Sorting items of same and different colors.
8. Naming articles of same and different colors in the room, playground, etc.
9. Make a color dictionary.
10. Label a picture with color words.

IDEAS FOR TEACHING SHAPES

1. Matching shapes that are the same.
2. Tracing shapes.
3. Name shapes from a flashcard.
4. Telling the shapes of familiar objects; i.e.

clock	window
box	picture
desk	etc.

5. Matching shape with word.
6. Sorting shapes that are alike and different.
7. Cutting and pasting different shapes.
8. Building figures with blocks.
9. Draw a picture using different shapes.
10. Make shapes and have the child take them home.



00069

IDEAS FOR TEACHING THE ALPHABET

1. Name the letters.
2. Use flashcards as a drill.
3. Child repeats the letter name after you.
4. Matching a picture with beginning letter.
5. Writing the letters.
6. Make flashcards to send home.
7. Make a set of letters from flocked wallpaper.
8. Naming items that begin with certain letter.
9. Sorting upper case from lower case.
10. Matching upper case from lower case.
11. Drawing items that begin with certain letter.
12. Play games.
13. Make a picture dictionary.
14. Make a word dictionary.

00070

IDEAS FOR TEACHING ORAL LANGUAGE

1. Tutor writes an experience story for the child.
2. Have small group talks.
3. Read a story and discuss it.
4. Talk about a picture in a small group.
5. Write a story as a group about a picture.
6. Do plays.
7. Use finger plays.
8. Puppets.
9. Have the child play teacher.
10. Make sounds of animals.
11. Read in small groups and discuss.
12. Cooking.

09071

WAYS TO USE PICTURES FOR ORAL LANGUAGE

1. Show a child a picture and then the child tells a story about it.

2. Ask questions about the picture:

   Fact - How
   What
   Who
   Where

   Feeling - How did the person in the story feel?
   How did you feel when you read or hears the story?

   Thought - What would you do if.....

3. What happened before?

4. What happened after?

5. What happened first, next, last?

00072

HOW TO WRITE AN EXPERIENCE STORY

1. Talk about the story with the child.
2. Then stop and tell him you are going to write down some of the things he has told you.
3. Start writing his story.
4. Say each word aloud as you write.
5. Write three or four sentences.
6. Have the child read his story back to you.
7. Tell him any words he doesn't know.
8. Have child read his story again if he misses very many words.
9. Have the child draw a picture about his story.
10. Share his story with a friend, the teacher, or the whole class.

90073

IDEAS FOR TEACHING WORD MEANING

1. Have child use the word in a sentence.
2. Child and tutor make a word bank.
3. Use pictures to show what a word means.
   .....picture of a house with the word House
4. Ask questions about the word to see if they know what it means.
5. Use flashcards.
6. Match words with their meanings.
7. Explain meaning of a word a child repeats.
8. Match an object with a word out of a group of three or four.
9. Use a dictionary.

00071

IDEAS FOR TEACHING SOUNDS -- BEGINNING AND ENDING

1. Have the child say the letter and the sound when you hold up a letter.
2. The child says a word that begins with the sound that you say.
3. The child says a word that ends with the sound that you say.
4. The child matches the sound with a letter.
5. The child finds a picture that begins with a certain sound.
6. Make a dictionary.
7. Use games the teacher has or make up your own games.
8. Say a word and have children tell you the beginning and ending sound.
9. Child fills in the beginning sound in the blank space in front of the word from a picture.
10. Child fills in the ending sound in the blank space at the end of a word from a picture.
11. Child writes beginning or ending letter from oral dictation from tutor.
12. Have flashcards with letters on it and flashcards with rest of words on it and child matches them to form words.

c	at

 00075

QUESTIONS TO ASK ABOUT A STORY

1. What was the story about?
2. How did something smell?
3. How did you feel about the story?
4. How many? What kind? Who did? Where was?
5. How did the person in the story feel?
6. What happened before?
7. What happened next?
8. What happened after?

00076

HOW TO LISTEN TO A CHILD READ

1. Let him read at his own speed.
2. Tell him a word if he doesn't know it.
3. Have him repeat the word he doesn't know.
4. Ask questions about the story.
5. Draw a picture about his favorite part.
6. Watch for phrasing and pausing.
7. Point out period and question mark and have child read so it sounds like a statement or question.
8. Have child read with expression.
9. Explain that we read like we talk. Not one word at a time.

00077

HOW TO READ TO A CHILD

1. Read the story to yourself first.
2. Learn how to hold a book so children can see the pictures.
3. Read clearly so the child can understand what you say.
4. Ask questions about the story.
5. Draw a picture about the story.

09078

USES FOR FLASHCARDS

1. Numbers
2. Alphabet
3. Words
4. Colors
5. Shapes
6. Sentences

HOW TO USE FLASHCARDS

1. Flip through the cards.
2. Use them in order.
3. Use them out of order.
4. Use for word meaning.
5. Ask questions about them.
6. Use the word in a sentence.
7. Say a word that begins with a letter.
8. Find a picture of a word or letter.
9. Draw a picture of a sentence.

00079

WAYS TO TEACH NUMBERS

1. Have a child count out loud.
2. Have the child write his numerals.
3. Have the child count beans to match a numeral.
4. Use games.
5. Use flashcards with numerals on them.
6. Use flashcards with equations on them.

   $2 + 2 = \square$

   $2 + \square = 4$
7. Make sets with beans or sticks.
8. Make equations with beans or sticks.
9. Use flannel board or chalk board.
10. Have the child write an equation as you say it.

    Two plus two equals
11. Use their fingers.
12. Make numerals with yarn.
13. Count objects.
14. Match numeral with objects in sets.
15. Tutor count - child counts back.
16. Mix up numbers - child puts in order.
17. Ask questions about number in family - number of pets.
18. Make class graphs.
19. Match numeral with word.
20. Cooking.

MATH TERMS

plus

minus

equal

same as

different

greater than

less than

set

number

equation

missing addin

sum

difference

00081

IDEAS FOR WORKING WITH THE ESL (ENGLISH AS A SECOND LANGUAGE) CHILD

1. Show child object - say word in English - have child repeat.
2. Use flashcards with pictures and have child say the word.
3. Use a tape recorder so child can repeat what he hears.
4. Show the child a picture and name what's in the picture.
5. Label familiar objects in English and Spanish.
6. Use tiles in math to have him count in English.
7. Say a phrase and then do it; i.e. "Please stand up."
8. Pantomime.

 00082

IDEAS FOR ART

1. Finger painting
2. Spray painting
3. Easel painting
4. Water color painting
5. Oil painting
6. String painting
7. Cutting and pasting
8. Pencil drawing
9. Colored pencil drawing
10. Chalk drawing
11. Crayon drawing
12. Marking (felt tip) pens
13. Ink drawings
14. Mixing colors
15. Experimenting with colors
16. Rice painting
17. Origani
18. Macaroni
19. Clay
20. Sculpture
21. Paper mache
22. Imprint
23. Colors of seasons
24. Self portrait
25. Drawing clocks for learning how to tell time
26. Art history
27. Old masters
28. Displaying art work

00083

IDEAS FOR TEACHING MUSIC

1. Sing along with an organ, piano, guitar, record player.
2. Rhythm band.
3. Use the auto harp.
4. Tape the children while they sing.
5. Circle dancing.
6. Square dancing
7. Plan an instrument for them.
8. Listening to music.
9. Have a chorus give a performance.
10. Give a musical or operetta.
11. Form a small band.
12. Marching to rhythm.
13. Learn about notes, pitch, time, rhythm.
14. History of music.

00084

IDEAS FOR SOCIAL STUDIES UNITS

1. Home.
2. School.
3. Community.
4. State and country.
5. Indians.
6. Transportation,
7. People of different lands.
8. Sister City projects.
9. Holidays.
10. Famous people.

00085

IDEAS FOR SCIENCE PROJECTS

1. Insects.
2. Spiders.
3. Steam.
4. Plants.
5. Animals.
6. Humans.
   ...blood
   ...lungs
   ...parts of the body
7. Germs.
8. Bacteria.
9. Disease - infection.
10. Silk worms.
11. Butterflies - moths.
12. Weather.
13. Seasons.
14. Electricity.
15. Space.

99086

follow Up

09087

The following are samples of the evaluation forms that are being used in this program.

00088

CROSS-AGE TUTORING

Student_____ School_____

Grade_____ Room_____

Age_____ No. of Sisters_____ No. of Brothers_____

Do you have any special interests or hobbies? If so, what are they?

_____

What do you like to do in your spare time (out of school)?

_____

What is your favorite subject in school?_____

What subject gives you the most trouble?_____

Do you like to read? Why, or why not?_____

_____

When you do read, what kinds of things do you choose (books, magazines, comic books, newspapers)?_____

When you read books, which type (mystery, western, science fiction, animal, adventure, romance, cartoon, war, historical)?_____

Do you enjoy math?_____ Specifically, what areas of math (addition, subtraction, multiplication, division, fractions, etc.)?_____

Where do you study at home?_____

What type of job would you like to have when you graduate from school? If you plan to go to college, what do you want to study?

_____

Who do you admire the most of all the people you know? Why?

_____

We would appreciate an honest answer to the following question: Why did you take Cross-Age Tutoring and what do you feel you have to offer in this class?

_____

How do you feel Cross-Age Tutoring can help you?_____

_____

00089

LINDSAY UNIFIED SCHOOL DISTRICT

WASHINGTON SCHOOL

Inservice Workshop Evaluation

Subject_____ Date_____

	Yes	No
1. Was the workshop meaningful to me?	_____	_____
2. Did I have a change to speak and express my views?	_____	_____
3. Will I be able to use any of the ideas?	_____	_____

4. How could the workshop have been more helpful?

5. Suggestions:

_____
Signature (optional)

00090

TEACHER EVALUATION OF CROSS-AGE TUTORING

(1st Quarter)

How much help have the tutors been to your student?

_____ Much _____ Some _____Little

What specific positive feelings do you have about Cross-Age Tutoring?

What specific improvements need to be made in this program?

List any particular contributions that your tutors have made to your class.

Other comments or suggestions:

00091

RESPONSES FROM TEACHERS

.....I think it helps them feel good about helping others as well as helping the teachers give more attention to children.

.....Good for the tutor (self image) and student (extra help).

.....I feel that the individual help they provide for the children is very valuable.

.....They try anything you suggest.

.....Good rapport!

.....My children look up to them.

.....Has great potential. The age difference is not so great as to impair relating with younger children.

.....Coming at a different period everyday will give them a better overall understanding of the school program.

.....They have been a real contribution to my class.

.....My tutor has maintained an attitude of cheerful self assurance that gives children confidence in her.

.....One child can perhaps learn more from a Cross-Age Tutor than a teacher.

00092

TEACHER EVALUATION

(1st Semester)

How much help has your tutor been to your class?

_____ Much _____ Some _____ Little

Please list some positive ways your tutors have improved from last quarter.

What further inservice would you like done with your tutor?

1

Is the "rotating schedule" more livable?

Other comments or suggestions:

09093

TEACHER EVALUATION

(3rd Quarter)

How much help has your CAT been in your class?

_____ Much _____ Some _____ Little

How has your tutor improved?

How are your children progressing with the assistance of a CAT?

List any particular contributions that your tutors have made in your class.

Comments or suggestions:

00094

TEACHER EVALUATION

(End of 2nd Semester)

How much help has your CAT been in your class?

_____ Much _____ Some _____ Little

Please share some your feelings about the CAT program.

What suggestions do you have for next year?

00095

TEACHER EVALUATION

(End of the Year)

Tutors Name _____ Teachers Name _____

Grade _____ Room _____

Please state the progress that your Tutor has made in these areas.

Social -

Academic -

Needs help in -

Other Comments -

Dear Parent:

During this quarter, your child has had the opportunity to participate in Cross-Age Tutoring in the primary grades. Cross-Age Tutoring involves older children helping the younger children in all subject areas under the direction of professional teachers.

We have found that the younger child is aided through the personal attention of the older child, and that the older child learns through teaching. We believe that this program adds to the delight of learning.

This activity takes place during the regular school hours and your child tutors younger children about forty minutes each day.

We believe that a parent evaluation is a most significant portion of the full picture of our program and have provided the following few lines for your comments. Please take a few minutes to jot down favorable and/or unfavorable comments as they pertain to the involvement of your child.

How did you feel about your child participating at first?

_____

_____

How do you feel about it now?

_____

_____

How has being a tutor helped your child?

_____

_____

What suggestions do you have?

_____

_____

We are happy that your child has been selected for Cross-Age Tutoring. If you have any questions or if you desire further information, please feel free to call Nancy Muller at 562-5916.

Sincerely,

Nancy Muller

Please return this letter with your child as soon as possible.

Parent's Name _____

Child's Name_____ _____

RESPONSES FROM PARENTS

.....The program has given him a sense of responsibility.

.....It has helped her to cope with children.

.....Helped her relate to younger children.

.....It has deepened her interest in becoming a teacher.

.....It has taught him to be more patient.

.....We are very delighted that she is participating in CAT.

.....His attitude has improved tremendously.

.....I thought at first that it was a good way to keep her busy, but now I feel that it has been a learning experience--more than just 'keeping her busy.'

.....It's given her experience and satisfaction working and helping others.

.....I am extremely happy at the degree of enthusiasm this assignment has produced in what was formerly a quiet, withdrawn student.

.....My son has never liked school until this year.

00098

TUTOR EVALUATION

Name _____ Teacher's Name_____

How do you feel that Cross-Age Tutoring has affected you in school, at home, and just everywhere?

_____

_____

_____

Describe the relationship with the children and how it developed through the quarter.

_____

_____

_____

In what ways did you help the children in their class so far and mention one of the good teaching techniques that you used.

_____

_____

_____

Would you please evaluate the Cross-Age Tutoring program. What things did you like and what things didn't you like. What would you change?

_____

_____

_____

_____

_____

Has your teacher had lessons and/or tasks prepared for you to do?

Yes_____ No _____

What things could the teacher do that would be helpful to you?

_____

_____

_____

00099

RESPONSES FROM JUNIOR HIGH STUDENTS

How does Cross-Age Tutoring make you feel?

.....Everyone is glad to see me and I feel they must have a reason.

.....I like having the privilege to be a CAT.

.....I like to teach kids.

.....It makes me feel responsible.

.....It helps me understand kids smaller than I am.

.....It's helped me get along better with kids and it gives me the feeling as if I could do anything if I tried.

.....It's given me more respect for teachers.

.....It makes me feel like I have more friends.

.....It makes me feel like I am really doing something for somebody, and myself, too.

.....I have learned a lot of things from the kids.

.....It's made me care about people a lot more.

.....It's taught me to be patient with kids younger than me.

.....It's helped me to understand growing children's minds.

.....It gives me a big, warm feeling of responsibility.

.....It's helped my attitude and the way I feel about teachers and school work.

EVALUATION TO ADMINISTRATORS

Please respond to the following questions for the purpose of a total evaluation of the program. Return to Washington School as soon as possible.

1. How do you feel about the Cross-Age Tutoring program?

2. What benefits for the children do you hope to see come out of the program?

3. Suggestions and/or improvements in the program.

00101

RESPONSES FROM ADMINISTRATORS

How do you feel about Cross-Age Tutoring?

.....Potentially, a fine tool for improvement of basic skills as well as self-concept in both older and younger child.

.....Kids can help kids in a more natural way.

.....Provides the older youngster with a genuine opportunity to provide a useful service--something not always available to kids in this society. The worth to both older "teacher" and younger "student" is abundant with direct and associated benefits.

.....One of the most creative activities in our Consolidated Project. Provides a vehicle to allow kids to experience teaching and learning on a new dimension.

00102

Please ask your children to respond to the following questions and write down their responses in the space provided.

1. Why do you like your Cross-Age Tutor?

2. How do you feel when you work with the Tutor?

3. How has your Cross-Age Tutor helped you?

Please return to the Resource Center as soon as possible.

00103

RESPONSES FROM PRIMARY STUDENTS

Why do you like your Cross-Age Tutor?

Kindergarten and First Grade

.....They're are best friends!

.....They help us with our work.

.....Because they don't fight and help us do things.

.....Because they help us cut, work, fix things.

.....They help us read and write, bounce a ball, learn letters and jump rope.

.....They're smart and friendly.

.....Help us put sentences together.

.....Help us read hard words.

Second and Third Grade

.....They help us with our work.

.....Because he helps me read in my book so that I can learn more.

.....Helps us with our English.

.....Because when I work with him I get to say all the answers.

.....She understands what you mean.

.....Helped us put on a play.

.....Because they always get along with people.

.....He explains stuff to us.

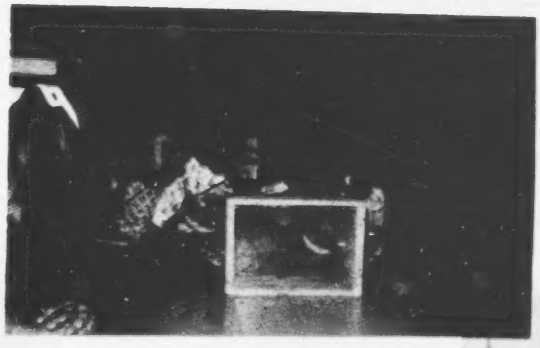
00104

COORDINATOR OBSERVATION FORM

		Yes	No
1.	Does the tutor seem to know what is expected of him/her?	___	___
2.	Does the tutor show enthusiasm and responsibility?	___	___
3.	Does the tutor take initiative when the teacher is busy?	___	___
4.	Do the children seem to respond to and respect the tutor?	___	___
5.	Does the tutor arrive and leave on time?	___	___
6.	Comments:		

00105

Resources Available



00106

In a Cross-Age Tutoring program, the older child is encouraged to develop ideas of their own when tutoring younger children. However, it is also essential to have some idea as to the materials that are available in the Resource Center on Reading, Language Development, and Mathematics.

00107

LANGUAGE ARTS TEXTBOOKS

Harper Row
Bank Street
Ginn
Lippincott
Sullivan
Bill Martin Sounds Series
SRA Reading Program
Heath Basic Literature
Macmillan Reading Program
The Urban Reading Series
The Deep Sea Adventure Series
Wildlife Adventure Series
The Morgan Bay Mysteries Series
Bobbs-Merrill Children's Literature

09108

LANGUAGE ARTS MATERIALS
(Commercial)

Ideal Transparencies
- Colors
- Things That Go Together
- Here We Go
- Mother and Babies
- Sequence
- Hear - Touch - Taste - Smell
- Opposites
- Seasons of the Year

Ideal Transparencies
- Long and Short Sounds of A
- Long and Short Sounds of O
- Long and Short Sounds of I
- Long and Short Sounds of Y
- Long and Short Sounds of E

Ideal Transparencies
- Root Words
- Suffixes
- Plurals
- Prefixes
- Compound Words
- Contractions
- Possessives
- Initial and Final Consonants

Imperial Tapes - Palace In The Sky Series
20 Classic Stories

Classroom World Productions Tapes
- If I Were Going to North Africa
- If I Were Going to England
- Poor Millers Boy and the Cat
- Cinderella

Ideal Tapes and Duplicating Masters
- Initial Consonants
- Final Consonants
- Classification
- Opposites
- Sequence
- Readiness
- Blends and Digraphs

00109

Records
- Let's Listen - Speech Development and Reading Readiness
- Beginning Sounds
- Beginning Blends
- Rhyming

Our Children's Heritage Records and Books
Eye Gate - I Hear A Rhyme Record
Holiday and Classic Stories Records
Favorite Stories on records with books
Peabody Kits
Dusso Kits
Consonant Floor Game
Initial Consonant Motivator Activity Cards
Initial Consonant Mini Prints
Initial Consonant Lotto Cards
Seeing the World Through Poetry Filmstrips and Records
Basic Elementary English Skills Filmstrips and Cassettes
Consonant Chart
News Pilor Picture Alphabet
Letter Picture Solitaire
Work Cards
Lotto
Mini Veritech Vocabulary Books
All About Me Reading Activity Cards
Distionary Activity Cards for Fun
Listening and Learning Kit, Masters with Cassettes
Readers Digest Audio Lesson Units
Cassettes for Dan Frontier Series
Cassettes for Holidays

Filmstrips
- American Folk Tales
- Eskimos of Alaska
- Classics
- Elements of Art
- Work and Play With Janet
- Consonant Sounds
- Vowels
- Words and Their Parts
- Reading Readiness
- Childrens Classics and Guides, with Cassettes
- Childrens Stories, with Cassettes
- Consonate Cassettes with Response Cards

Card Program
- Nouns - Everyday Things
- Phonics Series

Cards
- Beginning Sounds
- Blending and Beginning Phonetic Skills
- Verbs
- Vocabulary Builder

00110

Tach X Filmstrips
- Numbers
- Letters
- Spelling
- Readiness

Controlled Reader
- Filmstrips
- Story Set
- Third Grade Stories
- Pre-Primer

Poster Cards
- Consonants
- Vowels
- Alphabet
- Grid Mats

Language Development Cards
- Vocabulary

Skill Builder Series
- Barnell Loft
- Readers Digest with Cassettes

Reading Programs
- Economy Phonetic Keys to Reading - TAG
- SRA
- Sullivan
- Cowboy Sam
- Dan Frontier
- Sailor Jack
- Jim Forest
- Bill Martin Instant Readers with Cassettes
  Level I II III
- SRA Distar Reading Level I II
- SRA Distar Language Level II

Phonics Chart
- Diagraphs and Blends
- Vowels

Listen and Do
- Consonants, Masters with Cassettes
- Vowels, Masters with Cassettes

00111

MATHEMATICS TEXTBOOKS

Modern School Mathematics, Structure and Use
Grades 1 - 2 - 3

Elementary School Mathematics
Books 1 - 2 - 3

Math Workshop
Level A
Level B

The Franklin Mathematics Series
Grades 3 - 4 - 5 - 6

Elementary Mathematics Enrichment
Book 3

Programmed Math
Books 1 - 2 - 3 - 4

Sets and Numbers
Books K - 1 - 2 - 3

Modern School Mathematics
Grade K

Developing Insights Into Elementary Mathematics
Grades 1-8

00112

MATHEMATICS MATERIALS

Abacus 2 place, 3 place, bead frame
Attribute Blocks
Asco Blocks
Balances, scales, beamer
Centimeter Rods
Clocks, Judy and electric
Compasses
Counting Blocks
Counting Frames
Count-A-Ladders
Cuisenaire Rods; H.M. Rods
Dominoes
SRA Discs
Equilateral Triangles
E.T.A. Disc Very Blocks
Friendly Tutors and Card, +, -, x, ÷
Geo Blocks
Geo Boards, Cards, Circular
Geometric Shapes H.M. and SRA
Geo Strips plus Cards
Ideal Counters, Flannel Money Kit
Place Value Dollars and Cents
Invicta Balance and Cards, Book
Kalah Board
Link Numbers
Milton Bradley Plastic Counters
Macmillan Math Activities Cards a, b, c, d
Money, School Kit, Grove Tex, Coins
Toy Money
Math Practice Slates I, II, III, IV, V
Napiers Rods
Number Blox, Luccas
Number Lines - large type (SRA) and (plastic)
Ohaus Balance
SRA Frame Tray and Number Cards
Orbit The Earth +, -, x, ÷

Pattern Blocks and Manual
SRA Pegs
Peg Boards SRA
Pentamino
Perilous Pound
Soma Cube
Factpacer SRA Cards
Tangram Pieces

00113

Thermometers
Yardsticks, Metric
Unifix (Colors)
Number Grid and Container
Say It - Add, Subtract, Multiplication, Division
Trundle Wheels, 1 Metric
Veri-Tech, Mini Veri-Tech
Metric Measure, Cups, etc.
Templates Shapes
Matrix Charts
Probability Spinners
N.Y.T. Mosaic Beads and Cards
Money Stamps, Clock Stamp
Numbers Up
Centi Cubes
Developing Number Experiences, Kit A
Triminoes
Step-by-Step Dittos, Kit A and B
People Pieces
Inch Cubes and Pattern Cards
Mirror Cards
One dozen Plastic Eggs
Sets Play
Imperial Drill Tapes Promary
Overhead Transparencies 1, 2, 3
Computapes
G.A. First Things Filmstrips, 5 books
Knowledge Aid Situational Math (Problem Solving Filmstrip & Tapes)
Language Master Math Cards
Eye Gate Learning to Measure in a Metric World, with Cassettes
Hap Palmer Records
Color Cubes
100's Charts
Hap Palmer Getting to Know Myself
Hap Palmer Math Readiness

COOKING MATERIALS

2 Electric Ovens
Electric Frying Pans
Electric Mixer
Cooking Utensils
Dry Ingredients
Spices
Mixes
Recipes

00114

AUDIO VISUAL EQUIPMENT

Cassette Players - 12
Headsets-Individual - 6
10 ft. Audio Cable - 1
Listening Posts - 17
Jack Box - 3
Headsets for Jack Box - 15
Tape Players - 5
Overhead Projectors - 7
Filmstrip Projectors - 11
Tach X Machine - 1
Controlled Reader - 1
Autoharp - 1
Rhythm Instruments - 1 set
16 mm Film Projectors - 4
Projection Screens - 8
Record Players - 27

ESL MATERIALS

Miami Linguistic Reader - D. C. Heath
Let's Speak English - McGraw Hill
Introducting English - Houghton Mifflin
English for Today - McGraw Hill
SWCEL Program
Language Development
Solutions in Communications

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